
4B

Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bill's provisions, estimate its costs and recommend amendments if applicable.

Agenda item 4B also includes a technical legislative proposal.

Recommended Action: Staff will recommend a position in each bill analysis submitted for the Commission's consideration.

Staff recommends that the Commission approve the legislative proposal and direct staff to seek an author.

Presenter: Mary Armstrong, Director, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymakers on key education issues.

- ♦ Influence legislation regarding the preparation and certification of professional educators

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.

BILL ANALYSIS

Staff will present analyses of bills in an agenda insert as needed.

TECHNICAL LEGISLATION FOR OPTIONAL BCLAD COURSEWORK ROUTE

Legislative Proposal

To Allow a Course Work Route for Earning a BCLAD Certificate

Purpose of Proposed Language

To clarify language in the Education Code to allow a course work alternative to the current examination only route for earning a Bilingual Crosscultural Language and Academic Development (BCLAD) Certificate.

Background

Teachers who would like to add an authorization to teach in a bilingual or dual immersion classroom may earn a BCLAD Certificate by passing an examination on the specific target language and culture. Unlike the CLAD Certificate, which can be earned by passing an exam or by passing specified courses, the BCLAD allows for only the examination route.

The CTC has been working with a panel of experts to update bilingual certification. One of the panel's recommendations, endorsed by the Commission at the July/August 2006 meeting, is to make the BCLAD Certificate parallel to the CLAD Certificate by allowing for both an examination and course work route. Access to the BCLAD Certificate would be expanded by offering this second route. The panel proposes that the course work be standards based, aligned with specifications governing the examination and the programs would be accredited by the Commission.

Issue

Although current law lists a course work route for the CLAD Certificate, the existing language in statute is not explicit that a BCLAD Certificate could be earned solely through a course work route.

Possible Positive/Negative Effects on Other Operations Within the Agency

Positive effects of this proposed legislation include the widening of the routes to the BCLAD Certificate without easing the standards. Staff has not identified any negative effects.

Cost Analysis

Because the Commission has already convened an advisory group to consider changes to bilingual credentialing, staff believes that there will be a minor and absorbable cost impact on the Commission.

Results of Administrative Avenues, If Any, Attempted to Resolve the Problem

This proposal requires a statutory change.

Staff Recommendation

Staff recommends that the Commission approve the legislative proposal and direct staff to seek an author.

Proposed Language for Legislative Concept

44253.7.

- (a) In addition to the certificates authorized in Sections 44253.5 and 56362.7, the Commission on Teacher Credentialing, based upon the availability of funds, shall develop objective and verifiable standards for a certificate of bilingual-crosscultural competence for holders of any appropriate credential, certificate, authorization, or permit who will be serving limited-English-proficient pupils. These certificates may be issued to persons holding any appropriate credential or authorization issued by the commission, including, but not limited to, counselors; special education professionals, including, but not limited to, the holders of special education credentials, clinical services credentials, and school psychologist authorizations; and child development and preschool professionals.
- (b) Candidates for the certificate shall, by oral and written examination **or by completion of an approved program**, demonstrate all of the following:
 - (1) That the person is competent in both the oral and written skills of a language other than English.
 - (2) That the person is competent in both the oral and written skills in the English language. A passing score on the reading and writing portions of the basic skills proficiency test administered pursuant to Section 44252.5 or pursuant to paragraph (1) of subdivision (b) of Section 44830 shall satisfy the written skills portion of this requirement.
 - (3) That the person has both the knowledge and understanding of the cultural and historical heritage of the limited-English-proficient individuals to be served.
 - (4) That the person has the ability to perform the services the candidate is certified or authorized to perform in English and in a language other than English.
- (c) The commission may develop rules and regulations setting forth objective and verifiable standards for approval of training programs leading to the certificates authorized by this section.
- (d) For the purpose of assessing the qualifications established by the Commission on Teacher Credentialing in accordance with this section, the commission shall develop rules, regulations, or guidelines establishing an assessment system which may include local education agencies, institutions of higher education, and qualified nonprofit bilingual testing agencies as assessor agencies.
- (e) It is not the intent of the Legislature in enacting this section that possession of any certificate established by this section be a state-mandated requirement for employment. It is the intent that this is a matter for local educational agencies to determine.